DOCUMENT RESUME

ED 302 634 CE 051 559

TITLE	Managing Sexual Harassment.
INSTITUTION	Ohio State Univ., Columbus. Instructional Materials Lab.
SPONS AGENCY	Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE	88
NOTE	45p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Attitude Change; Behavioral Objectives; *Coping; Curriculum Guides; Learning Activities; Perception; Problem Solving; Secondary Education; *Sex Discrimination; *Sex Fairness; *Sexual Harassment; Vocational Education

ABSTRACT

This short course is designed to help students define sexual harassment, recognize it as a form of discrimination, and learn to deal with it effectively. The course outlines five 40-minute sessions, each including objectives, appropriate exercises, student worksheets, and transparency masters. Unit titles are: The Road to Awareness--Definitions; Suffering the Losses--Consequences; What To Do--Options; Thinking It Through--Perspectives; and Do Something--Resolutions. A pretest and a posttest are provided. Additional materials for the instructor wishing to expand or adjust the program are provided in the appendixes. A 10-item bibliography is found at the end of the materials. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED302634

MANAGING SEXUAL HARASSMENT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F Walter

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE051559

Ohio Department of Education
Division of Vocational and Career Education
Columbus, Ohio

BEST COPY AVAILABLE

STATE BOARD OF EDUCATION

Patricia Smith, Worthington, President
Paul Brickner, Willoughby, Vice President
Jean E. Bender, Akron
Richard C. Glowacki, Toledo
Mary Goodrich, Zanesville
Jack C. Hunter, Youngstown
Virginia E. Jacobs, Lima
Mary R. Lindner, Cincinnati
William E. Moore, Woodsfield
Sue Ann Norton, Westerville
Paul F. Pfeiffer, Massillon
Ronald M. Popek, Cleveland
C. J. Prentiss, Cleveland
Edwin C. Price, Jr., Cincinnati
Constance Rice, South Charleston
Chester A. Roush, Kettering
Anthony J. Russo, Mayfield Village
Wayne E. Shaffer, Bryan
Sally R. Southard, Oxford
Jo A. Thatcher, Portsmouth
Karen L. Worley, Elyria

Franklin B. Walter
Superintendent of Public Instruction

William L. Phillis
Assistant Superintendent of Public Instruction

Darrell L. Parks
Director, Division of Vocational and Career Education

Published by the Center for Sex Equity, Instructional Materials Laboratory, 842 West Goodale Boulevard, Columbus, Ohio 43212, through a grant from the Sex Equity Section, Division of Vocational and Career Education, the Ohio Department of Education.

An Equal Opportunity Employer

CONTENTS

Introduction..... 1

Unit I: The Road to Awareness – Definitions..... 2

Student Worksheet I-1: Pretest..... 4
Transparency Master I-1: Guidelines on Discrimination Because of Sex..... 5
Transparency Master I-2: *Sexual Harassment* Defined..... 6
Transparency Master I-3: The Law..... 7
Transparency Master I-4: Sexually Harassing Behaviors..... 8
Transparency Master I-5: Power..... 9

Unit II: Suffering the Losses – Consequences.....10

Student Worksheet II-1: Role-Playing.....12
Transparency Master II-1: Feelings of the Victim.....13
Transparency Master II-2: Thoughts of the Victim.....14
Transparency Master II-3: Women Most Commonly Harassed.....15
Transparency Master II-4: Harasser.....16

Unit III: What To Do – Options.....17

Student Worksheet III-1: Responding to Harassment.....20
Student Worksheet III-2: A Letter to the Harasser.....22
Student Worksheet III-3: Resources.....23
Transparency Master III-1: A Bill of Assertive Rights.....24
Transparency Master III-2: Elements of a Letter.....25

Unit IV: Thinking it Through – Perspectives.....26

Unit V: Do Something – Resolutions.....27

Student Worksheet V-1: Scenarios.....30
Student Worksheet V-2: Posttest.....33

Appendix A: Defining *Sexual Harassment*.....35

Appendix B: Definitions.....36

Appendix C: Gathering Information.....37

Appendix D: Panel Discussion.....38

Appendix E: Fact-Finding Activity.....39

Bibliography.....40

INTRODUCTION

The term *sexual harassment* is often not understood by students who may have already directly encountered it. By examining options for behavior, students develop confidence in dealing with sexual-harassment situations. This short course is designed to help students define sexual harassment, recognize it as a form of discrimination, and learn to deal with it effectively.

The course outlines five 40-minute sessions, each including appropriate exercises, student worksheets, and transparency masters. Additional materials for the instructor wishing to expand or adjust the program are provided in the Appendices.

Both males and females should be represented equally in group activities. The *Pretest* and *Posttest* should be used to measure knowledge acquired as a result of this study and to solicit assertive feedback from students regarding the quality of the course content.

UNIT I
THE ROAD TO AWARENESS

Definitions

OBJECTIVES

Help students to

Recognize the differences between sexual harassment, harassment, and flirtation

Understand that sexual harassment is a way that people exercise power and that it is illegal

Test their personal knowledge of the widespread occurrence of sexual harassment

RESOURCES AND MATERIALS

Student Worksheet I-1: *Pretest*

Transparency Master I-1: *Guidelines on Discrimination Because of Sex*
Transparency Master I-2: *Sexual Harassment Defined*
Transparency Master I-3: *The Law*
Transparency Master I-4: *Sexually Harassing Behaviors*
Transparency Master I-5: *Power*

INSTRUCTIONAL ACTIVITIES

1. Ask students to complete Student Worksheet I-1, *Pretest*. Collect and save these evaluations until the end of the course. They can be compared with the *Posttests* to measure students' progress.

2. Explain to students that this course is designed to help them learn to recognize sexual harassment and to deal with it effectively.

3. Write *harassment* on the chalkboard and ask students to name the different types of harassment (e.g., physical, psychological, racial, sexual) Write their responses on the chalkboard.

4. Read the following definition of *harassment*: *to annoy persistently*.

5. Ask students to define *Sexual Harassment*, and write their responses on the chalkboard. Explain that the main difference between sexual harassment and flirtation is that sexual harassment is unwanted and unwelcome. Sexual harassment occurs when sexual language or behavior is unwanted, unwarranted, or threatens the ability of individuals to participate and benefit freely from their environment.

6. Project Transparency I-1, *Guidelines on Discrimination Because of Sex*, onto the screen. Explain to students that employers are responsible for the acts of their employees, regardless of whether or not the employers know about an employee's sexual harassment of another.

7. Project Transparency I-2, *Sexual Harassment Defined*, onto the screen. Read it to the students and explain that sexual harassment is illegal, but can occur just as readily in schools as on the job.

8. Familiarize students with the legislation prohibiting sexual harassment and sex discrimination by projecting Transparency I-3, *The Law*, onto the screen. Point out that Title VII covers employees and that Title IX covers students.

9. Project Transparency I-4, *Sexually Harassing Behaviors*, onto the screen. Discuss behaviors that represent sexual harassment. Explain that cultural and individual differences exist in communication patterns; thus, what one considers sexual harassment, another may not. It is possible that some harassers actually may not know that others find their behavior unacceptable.

10. Explain that sexual harassment is often an unfortunate way that people exercise power. Although some harassers are in a position of authority over their victim (e.g., supervisor, employer, teacher), other coworkers, students, or employees can also sexually harass one another. Often harassers gain power by virtue of the fact that they are controlling their own behavior; victims sometimes feel powerless to stop that behavior. Harassers almost always act alone and frequently harass several different people at the same time. In addition, the harassing behavior is often directed toward the victim consistently over a long period of time.

11. Project Transparency I-5, *Power*, onto the screen. Ask students to describe relationships in which one person has power over another (e.g., supervisor-worker, teacher-student, parent-child) Discuss how this power can affect each person. (Do not leave the impression that only persons of a higher status can sexually harass others -- anyone can sexually harass another person.

12. Ask students to think of a time when they may have experienced harassment, either physical, psychological, racial, or sexual, and to discuss these experiences in class.

STUDENT WORKSHEET I-1
PRETEST

This short course on sexual harassment is designed to help you define sexual harassment, recognize it as a form of discrimination, and learn to deal with it effectively. Please take a few minutes to respond to the statements below.

TRUE OR FALSE (Circle the appropriate response.)

True False 1. Sexual harassment is not a big problem and should be ignored.

True False 2. Men are harassed as often as are women.

True False 3. Teachers, supervisors, employers, and others in a role of authority are people who sexually harass others.

True False 4. Sexual harassment affects the person being harassed but does not affect others.

True False 5. Women invite sexual harassment by their behavior and dress.

TRANSPARENCY I-1
GUIDELINES ON DISCRIMINATION BECAUSE OF SEX

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or of creating an intimidating or offensive working environment.

Source: Congressional Federal Register (1980, November 10).

TRANSPARENCY I-2
SEXUAL HARASSMENT DEFINED

Sexual harassment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different or conditions the provision of aid, benefits, services, or treatment protected under Title IX.

Source: Office for Civil Rights Policy Memorandum (1981, August 31).

TRANSPARENCY I-3
THE LAW

Federal legislation, specifically Title VII of the Civil Rights Act of 1964, prohibits employment discrimination on the basis of race, color, religion, national origin, or sex. The importance of this legislation is that it prohibits sex discrimination in employment, including school employment. Subsequent federal legislation, Title IX of the Education Amendments of 1972, established the unlawfulness of sex discrimination against students and employees in all educational institutions receiving federal assistance. In addition, Title IX requires all educational institutions to establish grievance procedures for alleged discrimination on the basis of sex.

TRANSPARENCY I-4
SEXUALLLY HARASSING BEHAVIORS

Physical sexual assault

- Attempted rape
- Rape

Unwanted touching

- Patting
- Grabbing
- Pinching
- Kissing

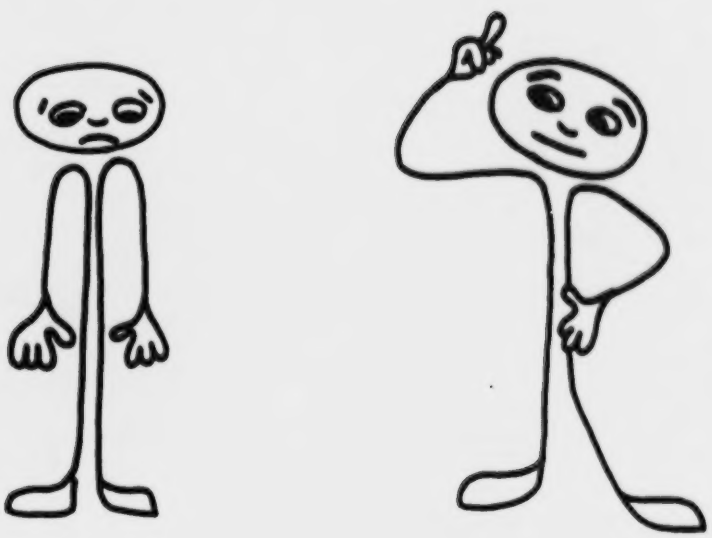
Insulting sounds

- Whistles
- Obscene gestures
- Jokes about sex
- Offers of money for sex

Nonverbal, sexually suggestive behavior

TRANSPARENCY I-5

POWER



UNIT II
SUFFERING THE LOSSES

Consequences

OBJECTIVES

Help students to

Understand that the person being harassed is the victim

Identify the feelings and emotions of the victim

Recognize the consequences that can occur as a result of sexual harassment

RESOURCES AND MATERIALS

Student Worksheet II-1: *Role-Playing*

Transparency Master II-1: *Feelings of the Victim*
Transparency Master II-2: *Thoughts of the Victim*
Transparency Master II-3: *Women Most Commonly Harassed*
Transparency Master II-4: *Harasser*

INSTRUCTIONAL ACTIVITIES

1. Ask students how they feel when they have power (distinguish between feelings and thoughts). Review several experiences discussed in Unit I and ask students to express feelings related to powerlessness. Write their responses on the board.

2. Project Transparency II-1, *Feelings of the Victim*, onto the screen and explain to students that harassment causes an uncomfortable feeling that may lead a person to feel trapped, confused, frustrated, angry, resentful, or helpless. Teasing or flirting does not usually leave a person with these same feelings. Many who have been sexually harassed often blame themselves and believe that others, upon learning about the situation, would blame them too. For this reason, they often feel alone and feel that they could have done something to prevent the incident. Others become angry, but try to hide their anger so they are not seen as troublemakers. This masked anger eventually explodes into defensiveness.

3. Many thoughts accompany the above-cited feelings. Ask students to describe what they would think if they were being sexually harassed. Project Transparency II-2, *Thoughts of the Victim*, onto the screen and discuss these thoughts.

4. Many negative consequences can be associated with sexual harassment. Ask students what physical and economic consequences could occur as a result of sexual harassment. Be sure they consider the following consequences.

Physical	Economic
Depression	Loss of income
Stress	Loss of advancement opportunities
Substance abuse	Loss of benefits
Nausea	Loss of educational opportunities
Headaches	Loss of professional contacts
Ulcers	Loss of unemployment insurance

5. Women are more likely to be harassed than are men. Project Transparency II-3, ***Women Most Commonly Harassed***, onto the screen to discuss types of women most commonly harassed.

6. Sexual harassers almost always act alone and frequently harass several different people at the same time. In addition, the harassing behavior is often directed toward the victim consistently over a long period of time. Research on sexual harassment indicates that men who are older, in positions of high status, married, and somewhat unattractive often do the harassing. On the other hand, men who report being sexually harassed by women identify the women as being younger, single, and attractive.

7. Project Transparency II-4, ***Harasser***, onto the screen. Point out that the harasser may be somewhat confused by his or her own feelings. The harasser may not even see the actions as degrading to the one being harassed but, instead, sees the situation in a totally different light. For example, the harasser may be trying to attract the attention of the other individual. These attempts to *attract* may actually be harassment, although the perpetrator does not see it that way. Perhaps the harasser thinks he or she is being cute and has no idea that the other person is hurting. Or, upon seeing the other person's anger, the harasser may become embarrassed but may not know how to stop the harassment without looking foolish.

8. Divide students into groups of four or five and give each group Student Worksheet II-1, ***Role-Playing***. Ask them to choose roles (e.g., harasser, victim, observer). Explain that there will be no judging of the quality of acting. The purpose of this role-playing is to help students understand the feelings associated with sexual harassment.

9. After students have role-played, assemble as a class again to discuss the feelings associated with power and powerlessness.

STUDENT WORKSHEET II-1
ROLE-PLAYING

A. Leslie is the only girl in her carpentry class. She enjoys carpentry and hopes to make it her career. She wants to get more experience, but her teacher keeps her busy cleaning up sawdust and running errands to and from the office. When she complains to the teacher, he puts his arm around her and says not to worry.

B. Mary is everyone's favorite history teacher. She often hugs the boys and lately has been keeping Jim after class *just to chat*. Mary grades Jim's work higher when he stays for these after-school *chats*, so he does not know how to tell her he just does not want to stay late with her.

C. Lisa just started a new job and her boss tells her to come in early Saturday morning for orientation. When Lisa arrives, she finds she is alone with Dave. As he takes her through orientation, he constantly makes sexual suggestions and informs her that there will be rewards for her if she is interested.

D. Jesse is the only female enrolled in carpentry class. All the males tease her and make fun of her. One in particular makes repeated sexual comments. When Jesse complains to the teacher, she is told to get used to it if she is going to work with males.

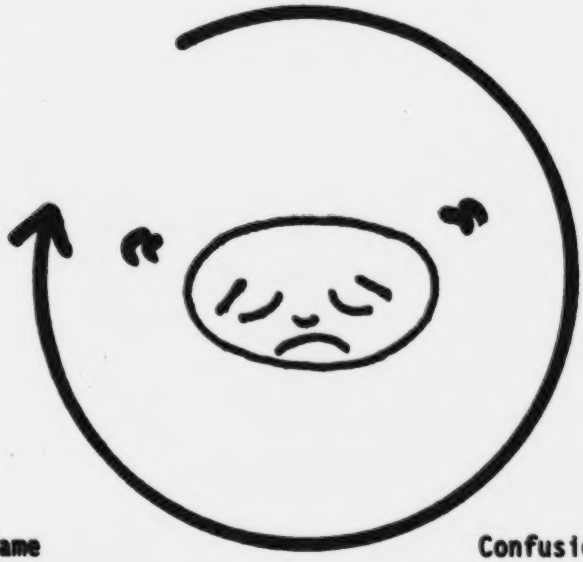
E. Bill has worked very hard for a promotion. He stays late and arrives early to work. He is dedicated and does not want to be seen as a complainer; however, he has been passed over for a promotion, and a new female employee just out of school and with no experience has received the promotion that he feels is due to him.

TRANSPARENCY II-1

Anxiety
Shock
Denial

Insecurity
Betrayal
Embarrassment

Isolation
Guilt
Defeat



Anger
Fear
Frustration

Shame
Hopelessness
Powerlessness

Confusion
Hatred
Self-consciousness

FEELINGS OF THE VICTIM

TRANSPARENCY II-2
THOUGHTS OF THE VICTIM

1. I can't believe this is happening to me.

2. I hate you for doing this to me.

3. If I say anything, everyone will think I'm crazy.

4. Just leave me alone.

5. What is going to happen next?

6. I wish I could get away from all this.

7. Why doesn't anyone help me?

TRANSPARENCY II-3
WOMEN MOST COMMONLY HARASSED

1. Single and divorced women

2. Women trainees

3. Younger and older women

4. Women pioneers in nontraditional careers

5. Lower-salaried women

6. Women with high dependence on their job

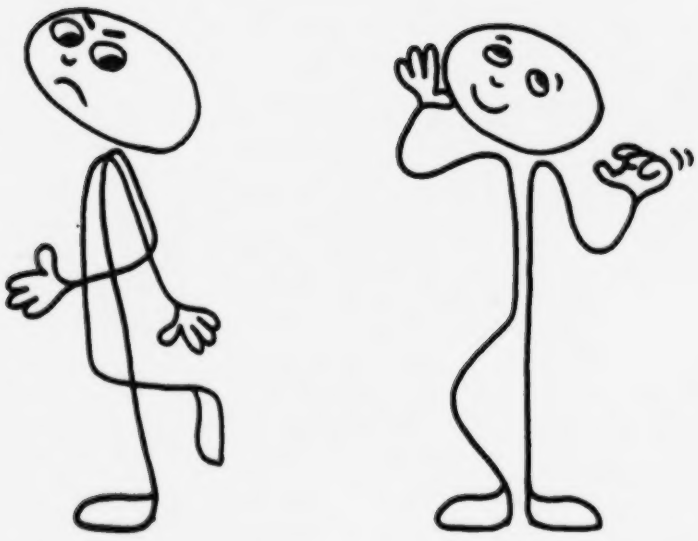
7. Women in graduate school, near the age of the instructor

8. Minority women

9. Nonassertive or passive women

10. Women who appear to be confident

HARASSER



UNIT III
WHAT TO DO

Options

OBJECTIVES

Help students to

Understand their rights and learn that some response is necessary

Identify their options for responding to sexual harassment and write a letter to a harasser

Know what legal action can be taken if the students are sexually harassed

RESOURCES AND MATERIALS

Student Worksheet III-1: *Responding to Harassment*
Student Worksheet III-2: *A Letter to the Harasser*
Student Worksheet III-3: *Resources*

Transparency Master III-1: *A Bill of Assertive Rights*
Transparency Master III-2: *Elements of a Letter*

INSTRUCTIONAL ACTIVITIES

1. Remind students of role-play situations from the last class session. Discuss with students how they might respond if they found themselves in a similar situation.

2. Distribute Student Worksheet III-1, *Responding to Harassment*. Discuss the numbered items, then ask students to complete the worksheet with assertive remarks such as (to the harasser) *I do not like your brushing against me and I want it to stop;* (to a witness) *Would you write down for me what you just observed?;* and (to a teacher) *Please observe how Brian treats me after class.* After students have completed the worksheet, project Transparency III-1, *A Bill of Assertive Rights*, onto the screen and examine individual rights with the students. Discuss their written responses on the worksheet and confirm to students that they must respond assertively to the situation; ignoring it may only serve to make it worse.

3. Ask students to add to their list any valuable verbal responses they have learned. (Students may want to keep this list for future reference.)

4. Another option is to write a letter to the harasser. Ask the students why writing a letter might be a good response. Offer students the following benefits of writing a letter.

   a. A letter will serve to put the victim in control, whereas the harasser has been in control to this point. By placing the harasser in the receiving role, the victim can be self-assured.

   b. A letter will catch the harasser off guard. If possible, the letter should be given to the harasser by the victim in the presence of a trusted adult who is aware of the situation. If the letter must be sent to the harasser's home, mark the envelope *personal*. Keep a copy of the letter for yourself and also give a copy to the complaint manager, the supervisor, or the adult who is overseeing the situation.

   c. A letter will allow the victim to take action yet feel safe, because it is not a verbal confrontation.

   d. A letter will outline for the harasser the serious consequences of sexual harassment. The harasser may come to better understand the victim's feelings, which may not have been considered or understood previously.

   e. A letter will provide legal protection by documenting the sexual harassment incident and can include actions, feelings, witnesses, and a firm request for the harasser's actions to stop.

5. A letter should be direct yet polite. Project Transparency III-2, *Elements of a Letter*, onto the screen and present the elements of a good letter.

6. Distribute Student Worksheet III-2, *A Letter to the Harasser*, and ask students to compose a letter to this harasser.

7. Have students share their letters aloud with the class. Consider the following points.

   a. Have they included the proper elements?

   b. How do they think the harasser will respond?

   c. What other things might the students do in a situation such as this?

8. Explain to students that sometimes it is necessary to take legal action. When sexual harassment persists or when it infringes on one's ability to learn in an educational setting or to perform on the job, it is time to take action. Employees and students

have the legal right to work and learn in an environment free from discriminatory intimidation, ridicule, or insult. Distribute Student Worksheet III-3, *Resources*, and discuss options for taking action against sexual harassment. These options include following internal procedures, relying on external agencies, or engaging a private attorney.

STUDENT WORKSHEET III-1
RESPONDING TO HARASSMENT

1. Talk to a friend, a counselor, or a relative. Talking about the situation often helps put the facts in perspective and provides solutions in dealing with the matter.

2. Do not laugh at the harassing behavior.

3. Confront the harasser with a firm *no* at the first sign of sexual harassment. Let the harasser know that this behavior will not be tolerated.

4. Avoid being alone with the harasser.

5. Talk with other students or coworkers to see if they have been harassed. Complaints from a group carry more weight than those from an individual.

6. Review your organization's policies and procedures on sexual harassment.

7. Discuss the issue with a knowledgeable person in the organization -- for example, a supervisor, a director of personnel, an equal employment opportunity officer, or an affirmative action officer.

8. After a sexual harassment occurrence, ask any witnesses to verify your experience.

9. Keep a written record documenting as precisely as possible what happened, when it took place, and any witnesses. This will be important if charges are filed.

10. Make it known in front of other people that this type of behavior is offensive and unacceptable.

(continued)

STUDENT WORKSHEET III-1
RESPONDING TO HARASSMENT
(continued)

In order to assertively respond to the situation from the start, think now of what you might say to each of the following people. Write several direct verbal responses below.

1. To a harasser who has just verbally harassed you

2. To a witness who observed the incident

3. To a teacher or supervisor who might help you take immediate action

4. To another student or coworker who may have had the same problem

5. To a compaint officer or an affirmative action officer who will assist you in resolving the problem

STUDENT WORKSHEET III-2
A LETTER TO THE HARASSER

The Scenario

Incident 1: You are sitting in class. Another student begins winking at you and whispers sexual suggestions. You become embarrassed and look straight ahead, pretending not to hear or see the other student.

Incident 2: You are walking to your next class. The same student walks up and puts an arm around your shoulder and again makes sexual remarks. You push the arm away, yell *Stop it!*, and begin to walk faster. The harasser does not follow, but stands laughing.

Incident 3: You are again in class. A note that contains sexual comments is passed to you. You angrily crumble the note and again ignore the other student.

Now you realize this is a problem you must confront. Compose a letter to this student in the space below.

STUDENT WORKSHEET III-3
RESOURCES

Employees and students have the legal right to work and learn in an environment free from discriminatory intimidation, ridicule, or insult. Recent court rulings have made organizations more responsible for preventing sexual harassment. Within an organization, people should contact an affirmative action officer, an equal employment opportunity officer, or a personnel officer to file a complaint. In cases of physical assault, the police should be contacted immediately to file criminal charges. External procedures may be initiated by contacting the following agencies in Ohio:

Ohio Civil Rights Commission
220 Parsons Avenue
Columbus, Ohio 43215

Equal Employment Opportunity Commission
1375 Euclid Avenue, Room 600
Cleveland, Ohio 44115

In cases involving sexual harassment, information and support can be obtained from the following agencies:

Committee Against Sexual Harassment
65 South Fourth Street
Columbus, Ohio 43215

National Organization for Women, Task Force on Sexual Harassment
P.O. Box 15326
Columbus, Ohio 43215

TRANSPARENCY III-1
A BILL OF ASSERTIVE RIGHTS

I. You have the right to express your opinion.

II. You have the right to have other people dislike you.

III. You have the right to know and understand any situation with which you are confronted.

IV. You have the right to make up your own mind and to take responsibility for the consequences of your behavior.

V. You have the right not to offer reasons or excuses for your behavior.

TRANSPARENCY III-2
ELEMENTS OF A LETTER

A good letter to the harasser should include the following points.

1. How the victim feels about the situation and a description of the negative effects it has had on the victim

2. A solution to the problem, if the writer feels it is appropriate

3. An accurate account of the times, dates, and places relevant to the alleged harassment

4. A final statement firmly requesting the harasser to stop the harassing and stating the reasons why

UNIT IV
THINKING IT THROUGH

Perspectives

OBJECTIVES

Help students to

Explore sexual harassment situations

Recognize the prevalence of sexual harassment

Understand others' perspectives on the issue

RESOURCES AND MATERIALS

Locate one of the following:

Clark, W. (Producer). (1980). *Workplace hustle* [Film]. San Francisco, CA: Woody Clark Productions.

Donahue, P. (Producer). (1987). *Sexual harassment on the job* [Film]. Princeton, NJ: Films for the Humanities and Sciences.

MTI Teleprograms (Producer). (1981). *Sexual harassment in the workplace: The power pinch* [Film]. Waterford, CT: Bureau of Business Practice.

INSTRUCTIONAL ACTIVITIES

1. Review the main points of previous lessons and prepare students for the film to be shown.

2. After the film has been shown, discuss the major points of the presentation.

   a. Were realistic situations depicted?

   b. Is sexual harassment a problem?

   c. What does sexual harassment mean?

   d. How does it affect the victim?

   e. How does it affect coworkers, family, friends, and observers?

   f. What can be done to stop sexual harassment?

   g. What is the law prohibiting sexual harassment?

UNIT V
DO SOMETHING

Resolutions

OBJECTIVES

Help students to

Identify a sexual-harassment situation

Examine possible solutions to given situations

Evaluate myths and realities of sexual harassment

RESOURCES AND MATERIALS

Student Worksheet V-1: *Scenarios*
Student Worksheet V-2: *Posttest*

INSTRUCTIONAL ACTIVITIES

1. Divide students into groups of three or four.

2. Distribute Student Worksheet V-1, *Scenarios*, to each group and ask them to pick two of the scenarios to work with. Allow them ample time to read the scenarios and discuss answers to the questions.

3. When the groups have completed their assignment, ask a spokesperson from each group to discuss the two chosen scenarios and answer the questions for the class. Suggested answers follow.

   a. Scenario 1

      (1) Ray's behavior exhibits sexual harassment because it involves the following:

      Conversations that are too personal
      Offensive verbalizations
      Sexually suggestive remarks
      Humor and jokes about sex
      Constant embarrassing comments

      (2) Ray's supervisors should take action; however, their response will depend a great deal on how the organization views sexual harassment. Since sexual harassment is illegal, a policy should be in place.

(3) Since the women Ray is harassing have told him they are offended by his behavior, they may try other responses such as the following:

Confront Ray, as a group, requesting him to stop
Talk to Ray's supervisor, as a group
Avoid being alone with Ray
Keep a journal, documenting the incidents
Write a letter to Ray, requesting him to change his behavior

(4) Ray may be insecure. He may be trying to appear cool in front of others. It is also possible that Ray believes his behavior is flattering to women.

(5) The women should have given Ray a firm *no* at his first remark. If he had been told at the start that his behavior was unacceptable, it might not have continued.

b. Scenario 2

(1) This situation does not involve sexual harassment. Although Christie might have been offended by the implication over dinner, Dean did not harass Christie.

(2) Christie's boyfriend overreacted to the situation; whether or not to resign is Christie's decision.

(3) Christie could have refused the dinner invitation or could simply have told Dean she was not interested and dismissed the whole implication. It was her decision to tell her boyfriend, and it is her decision as to what to do next, if anything.

(4) Michael was unaware of the situation; however, had he known, he might have confronted Dean.

c. Scenario 3

(1) There are actions Cam can take, other than quitting the program. He can talk to a counselor or to the Title IX coordinator.

(2) Perhaps Cam should have said something to his teacher sooner. A firm *no* might have prevented more serious harassment.

(3) Cam could share his problem with a counselor, a school official, a family member, or a friend. He should avoid being alone with his teacher, and he should look into filing a formal complaint.

(4) Yes, students have a legal right to learn in an environment free from sexual harassment. If the school does not have a formal policy for handling sexual harassment, it should develop one.

4. Distribute the Student Worksheet V-2, *Posttest*, to students. Collect the evaluations when students have completed them. Then go over the five true-or-false statements with the students and allow them to answer and discuss the statements. (Suggest that they retain their notes in case they are confronted with the situation in the future or want to offer help to another person confronted with sexual harassment.) Explain that these statements summarize the most common myths about sexual harassment, and therefore all the statements are false. Responses to the statements follow.

Response to Statement 1: Our society is uncomfortable discussing sexual feelings and sexual issues, so many observers and involuntary participants in sexual-harassment situations are unwilling to discuss the existence of the problem. To avoid the unpleasantness of such an encounter, many of those involved choose to ignore the issue. Ignoring the problem most often only serves to condone it. Taking immediate action and bringing the problem to the attention of others is vitally important.

Response to Statement 2: Men are not harassed as often as women. Research indicates that only one out of ten males will encounter sexual harassment; however, one out of two females will encounter sexual harassment at some time on the job or during their education.

Response to Statement 3: People who are in roles of authority, such as teachers or supervisors, may be in a position to sexually harass others, but they are not alone. Students or coworkers can also sexually harass one another.

Response to Statement 4: Others are influenced by what they observe. Especially vulnerable are youngsters, who observe the discriminatory treatment of women and possibly assume that this is the way women are to be treated. Adults observing harassment can feel hurt and confused as to what actions to take. Also, a harasser often harasses several different people at the same time.

Response to Statement 5: Sexual harassment is not a sexually motivated act. It is an assertion of power and hostility that is expressed in a sexual manner. Even though many women like to dress attractively, this does not mean they want to attract everyone's attention or that they want to be sexually harassed.

STUDENT WORKSHEET V-1
SCENARIOS

Scenario One

Ray is an executive for a prestigious manufacturing company. Whenever he talks with coworkers, he almost always brings up the topic of sex and enjoys telling dirty jokes to anyone who will listen -- male or female. He makes it a policy to introduce himself to new female employees and to let them know he is available for *after-hour activities*. Ray does not hesitate to ask a women about her personal life -- especially the sexual aspects. Whenever Ray is away from the company to attend a seminar or a conference, he looks for women who appear to be alone and spends his time with them. Several women, both in and out of the workplace, have told Ray they were offended by his unprofessional behavior. So far, however, nothing has changed.

Answer the following questions.

1. Does Ray's behavior exhibit sexual harassment? Why or why not?
2. Should Ray's work supervisors take any action?
3. Are there any actions that Ray's female coworkers can take, either individually or as a group?
4. Why might Ray behave as he does?
5. Could anything have been done to prevent this situation from occurring? If so, what?

(continued)

STUDENT WORKSHEET V-1
SCENARIOS
(continued)

Scenario Two

Christie is an assistant supervisor for a large corporation. Her boss is Michael, the division manager. Christie and Michael went out of town to attend a seminar. While there, they met Dean, a district supervisor who formerly worked under Michael. After the first day of the seminar, Dean asked Christie out to dinner; however, at dinner he implied he wanted Christie to spend the night with him. Christie refused and Dean did not try to change her mind . He took her back to her hotel right after the dinner. Dean did not tell Michael about remarks to Christie or about her refusal. During the rest of the trip, the relationship between Dean and Christie was strictly professional. When Christie returned home, she told her boyfriend about the situation. He became so upset that he asked Christie to resign from her job.

Answer the following questions.

1. Was this a case of sexual harassment? Why or why not?

2. Do you agree with Christie's boyfriend? Why or why not?

3. Should Christie have taken other action?

4. Should Michael have taken any action? Why or why not?

(continued)

STUDENT WORKSHEET V-1
SCENARIOS
(continued)

Scenario Three

Cam is a male vocational student enrolled in cosmetology. He is the only male in the class. Cam's teacher says he must feel uncomfortable being the only male, so she gives him special attention during class. She also invited him to lunch in the teachers' dining room and often asks for his help after class. Cam begins to find cartoons with sexual implications slipped into his books and in his locker. After a few weeks Cam gets up the nerve to bring the cartoons to the attention of his teacher. When he does so, she puts her arm around him and blames the female students for being jealous. When Cam says he is going to talk to the school counselor about the situation, his teacher tells him that would not be a good idea if he wants to pass the course. Cam, exhausted from the stress, is ready to drop out of the program.

Answer the following questions.

1. Should Cam quit the program? Why or why not?

2. Is there anything Cam could have done sooner to prevent or lessen the severity of the harassment?

3. At this point, what action should Cam take?

4. Does the vocational school have a responsibility in this situation? If so, what?

STUDENT WORKSHEET V-2
POSTTEST

This short course on sexual harassment was designed to help you define sexual harassment, recognize it as a form of discrimination, and learn to deal with it effectively. Please take a few minutes to respond to both sections below.

TRUE OR FALSE (Circle the appropriate response.)

True False 1. Sexual harassment is not a big problem and should be ignored.

True False 2. Men are harassed as often as are women.

True False 3. Teachers, supervisors, employers, and others in a role of authority are the only people who sexually harass others.

True False 4. Sexual harassment affects the person being harassed but does not affect others.

True False 5. Women invite sexual harassment by their behavior and dress.

RATINGS (Circle the appropriate response.)

1. Was this course interesting to you?

5	4	3	2	1
Yes		Somewhat		No

(continued)

STUDENT WORKSHEET V-2
POSTTEST
(continued)

2. Would you recommend this course to others?

5	4	3	2	1
Yes		Somewhat		No

3. Was the material you learned in this course valuable to you?

5	4	3	2	1
Yes		Somewhat		No

4. Will you share any of your new knowledge with anyone else?

5	4	3	2	1
Yes		Somewhat		No

5. Will your behavior change in the future because of what you learned in this course?

5	4	3	2	1
Yes		Somewhat		No

APPENDIX A
DEFINING *SEXUAL HARASSMENT*

Divide students into groups of five or six. Have students define *sexual harassment*, trying to use terms that are clear, understandable, and agreeable to everyone in the group. Students should consider what components are necessary to apply their definition to the formulation of a policy statement. Review the points they have included and their definition. What behaviors have they included?

APPENDIX B
DEFINITIONS

To help students better understand the concept of sexual harassment, have them define the following terms associated with sexual harassment and then use the terms in a sentence.

Aggravate

Coerce

Frighten

Frustrate

Humiliate

Insinuate

Intimidate

Misconceive

Provoke

Suggest

Tolerate

APPENDIX C
GATHERING INFORMATION

Have students write to one or more of the following organizations requesting information on sexual harassment.

Equal Employment Opportunity Commission
2401 *E* Street, NW
Washington, DC 20507

United States Commission on Civil Rights
1121 Vermont Avenue, NW
Washington, DC 20425

United States Department of Education, Office for Civil Rights
55 Erieview Plaza, Room 222
Cleveland, Ohio 44114-1816

Ohio Civil Rights Commission
220 Parsons Avenue
Columbus, Ohio 43215

Equal Employment Opportunity Commission
1375 Euclid Avenue, Room 600
Cleveland, Ohio 44115

National Organization for Women, Task Force on Sexual Harassment
P.O. Box 15326
Columbus, Ohio 43215

Committee Against Sexual Harassment
65 South Fourth Street
Columbus, Ohio 43215

APPENDIX D
PANEL DISCUSSION

Invite a variety of speakers from the business community, a local school or university, a women's group, or a civil rights group to speak or take part in a panel discussion on sexual harassment. (Try to include an attorney, an employer, and someone who has been sexually harassed.) Have students prepare questions beforehand to ask the speakers.

APPENDIX E
FACT-FINDING ACTIVITY

Divide students into groups of five or six. Have them develop questions that could be used in conducting a survey on whether or not sexual harassment exists in their school. If time permits, let each student survey two male and two female students outside of class. After the survey has been finished, compile the results and share them with the class.

BIBLIOGRAPHY

Alberti, R. E., & Emmons, M. L. (1970). *Your perfect right* San Luis Obispo: Impact.

Bloomfield, H. H. (1985). *The Achilles syndrome.* New York: Random House.

Committee Against Sexual Harassment. (1981). *Combatting sexual harassment.* (Available from author, 65 South Fourth Street, Columbus, Ohio 43215)

Congressional Federal Register. (1980, November 10). *Guidelines on discrimination because of sex.* Chapter XIV, Section 1604.11, *45*(219), pp. 74676-74677.

Farley, L. (1978). *Sexual shakedown.* New York: McGraw-Hill.

Morris, J., Croninger, B., & Linn, E. (1985). *Tune in to your rights: A guide for teenagers about turning off sexual harassment.* Ann Arbor, MI: Center for Sex Equity in Schools, The University of Michigan.

Office for Civil Rights Policy Memorandum. (1981, August 31). From Antonio J. Califa, Director for Litigation, Enforcement, and Policy Service, Office for Civil Rights to Regional Civil Rights Directors.

Sechler, J. A. (1981). *Communication skills: Sex equity training.* Columbus, OH: The National Center for Research in Vocational Education.

United States Department of Education. (1984). *Sexual harassment: It's not academic.* (Available from the Office for Civil Rights, Washington, DC 20202)

United States Merit Systems Protection Board. (1981). *Sexual harassment in the federal workplace: Is it a problem?* Washington, DC: U.S. Government Printing Office.

This publication was supported in part or in whole by federal funds of P.L. 98-524, through the Division of Vocational and Career Education, the Ohio Department of Education. Compliance is assured with the Carl D. Perkins Vocational Education Act of 1984; Title IX of the Education Amendments of 1972; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and the Ohio State Plan for Vocational Education. This publication does not necessarily reflect the official position of the U.S. Department of Education.